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ABSTRACT

This document is a guide for school administrators in New York State in preparation for a district strike plan. The forms provided in the appendix may be reproduced for use within the school district. Information on strike management procedures are provided for superintendents and principals, including such topics as legal measures to take, calling on police for emergency aid, and suggested management aids like use of informants, photos of union officers, and keeping substitute teacher lists under lock and key. (LD)

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MANAGEMENT PROCEDURES

FOR

ANTICIPATED WORK STOPPAGES

Prepared For:

NEW YORK STATE COUNCIL

OF

SCHOOL DISTRICT ADMINISTRATORS

AND

NEW YORK STATE ASSOCIATION

OF MANAGEMENT ADVOCATES

FOR SCHOOL LABOR AFFAIRS

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Dear Council Member:

This document is another resource the Council provides its membership. It is not meant to be a panacea for all strikes but rather is a guide for each administrator in the preparation of his district's specific "strike" plan. It does not constitute an attempt to provide legal service.

The forms contained in this document may be reproduced for use within your school district. Additional copies of this publication may be obtained from the Council. Other than the forms, no portion of this publication may be reproduced without the express written consent of the authors or the Executive Director of the New York State Council of School District Administrators.

Finally, please remember that in time of crisis, the one additional resource each member has is his fellow administrators.

Cordially,

Duane E. Hutton

Duane E. Hutton, Ph. D.
Chairman, Labor Relations
Committee 1979-80

DEH:lp
Enclosure

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GENERAL INFORMATION

The Taylor Law bans strikes by public employees. Misconduct penalties contained in the Civil Service Law are continued and other penalties are applicable against employee organizations and individuals who violate the strike prohibition by causing, instigating, encouraging, or condoning a work stoppage.

If a strike is threatened or actually takes place, the chief legal officer of the district involved is required to apply to the Supreme Court for an injunction against the violation. If the order of the court restraining the violation does not receive compliance, the chief legal officer is mandated to institute proceedings to punish the violation as provided in the Judiciary Law.

The School Attorney is the chief legal officer as defined in law.

The law provides two types of penalties against employee organizations which participate in a strike: (1) If an employee organization violates a court injunction against striking, the organization may be fined by the court for criminal contempt in an amount which the court considers appropriate. Also, any employee on strike who is served with a copy of the injunction is potentially subject to a jail sentence of up to 30 days and a personal fine of up to $250. (2) If there has been a strike, the New York State Public Employment Relations Board (PERB) -- or in some instances, a court -- may suspend the striking employee organization privilege of dues check-off for an indefinite period, after a hearing to determine the extent of the organization's responsibility for the strike. Check-off privileges will be restored when PERB -- or the court -- determines that the employee organization accepts, in good faith, its responsibility not to strike against any government. In each case, the amount of the fine and period of suspension of the dues check-off depend in part on whether the public employer committed acts of extreme provocation so as to diminish the organization's responsibility for the strike.

Any individual striker loses two days' wages for each day or part of a day on which he/she is on strike. The individual striker may also be subject to other disciplinary action.

STRIKE MANAGEMENT PROCEDURES FOR THE SUPERINTENDENT

1. THE LAW

Read Article 14, Section 210 of the Civil Service Law (Taylor Law) entitled "Prohibition of Strikes" paying particular attention to:

201.1 NO PUBLIC EMPLOYEE OR EMPLOYEE ORGANIZATION SHALL ENGAGE IN A STRIKE, AND NO PUBLIC EMPLOYEE OR EMPLOYEE ORGANIZATION SHALL CAUSE, INSTIGATE, ENCOURAGE, OR CONDONE A STRIKE.

210.2 (a) VIOLATIONS - Engaging in a strike.

PENALTIES - 1. Loss of two (2) days pay for each day on strike. (Section 210.2g)

2. Removal or other disciplinary action for misconduct. (such action must be carried out in accordance with existing law; i.e. Section 75 of the Civil Service Law; Sections 3031 and 3020-a of the Education Law.)

3. Dues check-off cancellation. (Section 210.3f)

(b) PRESUMPTION - Employee is presumed on strike if he/she is absent or abstains from full duty on a strike date. (Section 210.2b)

(c) PROHIBITION AGAINST CONSENT TO STRIKE (Section 210.2c)

No person exercising on behalf of any public employer, any authority, supervision, or direction over any public employee shall have the power to authorize, approve, condone, or consent to a strike, by one or more public employees, and such person shall not authorize, approve, condone, or consent to such strike engagement.

(d) DETERMINATION - The Chief Executive Officer, on the basis of investigation and affidavits, shall determine:

1. Violation;

2. Date or dates of violation;

3. Names of employees in violation;

4. Date or dates for each person's violation. (Section 210.2d)

(e) NOTICE - The Chief Executive Officer shall forthwith notify each employee that he/she has been found to have committed such violation along with the date(s) of the violation. In addition, he/she shall notify the employee of his/her right to object to the determination. Such notice shall be given by personal service or certified mail. (See Letters in Appendices #1 and #2.) Once this determination has been made, the Superintendent must notify the district's chief legal officer and chief fiscal officer. (Section 210.2e)

II. FORMS TO HAVE READY

	NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY
a. Pre-Strike assessment of those teachers who plan to work if a strike should occur. (See Appendices #3 and #4.)	_____
b. Incident Report to record any significant occurrences prior to, during, and after any strike activity. (See Appendix #5.)	_____
c. Affidavits to be executed by building principals stating date, school, and number of employees absent and those in attendance. (See Appendices #6 through #11.) Color code these forms.	_____
d. Determination of strike by Chief School Administrator. (See Appendix #12.)	_____
e. Notifications to fiscal officer (Treasurer or Business Manager) of striking employees for pay purposes. (See Appendix #13.)	_____
f. List of names and addresses of all teachers, administrators, and other employees alphabetized and by building.	_____
g. Addressed envelope for each teaching, administrative, and non-instructional employee for certified mail. Notices are to be sent daily for at least the first 5 days of a strike. Have them prepared well in advance.	_____

NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY

h. Form letter to send to all teachers who do not show up for work. (See Appendix #1.) _____

i. Augment your list of substitutes by procuring lists from surrounding districts. BOCES may be able to help. Contact potential substitutes prior to the strike to determine whether or not they will cross picket lines and report for substitute duty. If they are willing to cross the picket line, complete the information on the Substitute Teacher Data Form. Don't be optimistic. (See Appendix #14.) _____

j. Affidavit which lists the names of all substitutes who work during each day of the strike. (See Appendix #15.) _____

k. Consider the possibility of raising the per diem amount paid to substitute teachers. _____

l. Forms for reporting student attendance and absence to be completed on a daily basis. (See Appendix #16 and #17.) _____

III. MANAGEMENT AIDS

a. Pictures of union officers to aid process servers. _____

b. Names and addresses of places where union members and/or officers are apt to meet. _____

c. Copies of all union literature, notices, bulletins, and directives. Begin collecting this material as soon as you become aware of a potential job action and continue collecting throughout. _____

d. Informants may be useful. Treat their identity and information with care. _____

e. Plans for staff teaching arrangements (large group instruction, etc.). _____

NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY

f. Assignment of a single person responsible for public information releases. _____

g. A data collection system should be developed for getting proof relating to the manner in which both the school district and the public-at-large have, in part, been adversely affected. Information concerning disrupted services, increased costs, and other evidence of impact should be gathered during the strike and immediately thereafter. _____

IV. THE MANAGEMENT CONTROL CENTER

a. Secure one large room to be devoted entirely to administrative operations. _____

b. Secure sufficient unlisted telephones to be operational in advance by any potential strike. A format might include two phones for use by building principals, one phone for Board member communication, and one phone for outgoing calls only. _____

c. Secure floor plans and plot plans for all school district facilities and post prominently near the telephones. _____

d. Secure a map of the entire school district showing the locations of all district facilities. _____

e. Near the telephone, post a list of all listed telephone numbers for district facilities with principal's name, starting times and ending times of school activity, and student attendance. _____

f. Prepare charts in advance for recording district-wide student attendance. _____

g. Establish a system for distributing written communications among District facilities. _____

h. Consider the establishment of an alternate communications systems through the use of C.B. or F-M Radios. _____

i. Procure a scanner to monitor union communications on the C.B. _____

NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY

j. The control center should be large enough to house daily administrative meetings. It should also be self-sufficient in that office supplies, secretarial assistance, and duplicating facilities should be readily accessible. _____

k. Someone other than the Chief School Administrator should be designated as Director of the control center and should be responsible for all activities under its jurisdiction. _____

V. SUPERINTENDENT'S RESPONSIBILITIES

a. As soon as you become aware of an impending job action or work stoppage, form a Crisis Control Team. This team should consist of the Superintendent, the President of the Board of Education, the Chief Legal Officer, the Chief Negotiator, the Director of the Management Control Center, and the Media Liaison Officer. Assignments within this group should be carefully developed, well understood, and accepted. Make sure that all members of the Team are involved in the decision making and understand the implications of all decisions which are made. Full and complete communication amongst all members of the Team is absolutely essential. _____

b. Prepare your Board of Education. It is imperative that they remain united and not become fragmented because of teacher pressure. _____

c. Get your attorney involved - keep him/her current. Make sure that there is a formal Board resolution appointing someone as legal counsel for the District. (See Appendix #18.) _____

d. Review, carefully, the established strike procedures with other district management employees. _____

e. Prepare a statement for parents that teachers are law breakers and are responsible for schools being closed. _____

NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY

f. Within 60 days after the strike, the Superintendent must prepare a written public report containing:

1. circumstances surrounding the commencement of the strike; _____

2. efforts used to terminate the strike; _____

3. names of those public employees believed to be responsible for causing, instigating, or encouraging the strike; _____

4 possible sanctions imposed or pending against each such individual public employee in (3) above. (Section 210.4)

Collect all materials which would be helpful in preparing this report. _____

g. Establish a timetable for meetings of all administrators at the conclusion of each day's activities. Meetings should review the day's events, confirm plans for the next day, and maintain high morale among the administrative staff. _____

h. Prepare a letter to all teachers which outlines the implications of a threatened work stoppage. (See Appendix #19.) _____

VI. MEDIA

a. Designate one spokesperson. Maintain daily status reports through the press to the public. Give the press and other media the name of the spokesperson and inform them that regular news releases will be made on a daily basis at a specific time. _____

b. Establish a clear cut position regarding the issues in dispute and relate all press releases to these issues. _____

c. Choose and use the media effectively including daily newspapers, weekly newspapers, local radio, and local television. _____

NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY

d. Involve only confidential and managerial employees in preparing any of the communications. Premature release of certain kinds of information can be harmful in establishing a workable strategy. _____

e. Establish a clear cut internal communication network that works. _____

f. Consider the need for establishing your own newsletter for release to the community. _____

VII. POLICE AND FIRE DEPARTMENT

a. Call the Chief of Police and brief him on the strike as you see it. _____

b. Get the name and telephone number of a police officer who can be contacted if an emergency arises. _____

c. Call the chief of the local fire department and keep him abreast of all developments. _____

d. Prior to any job action, make a point of physically touring your facilities with the police to determine traffic patterns, unloading and delivery sites, and areas where teachers can legally picket. _____

e. Provide the police with the names and phone numbers of persons to contact if problems arise. _____

f. Arrange for police to be on site at all times when picket lines must be crossed, especially at the beginning and the end of the school day and when supplies need to be delivered. _____

g. Have the police meet with middle management personnel in order to explain rules for picketing. _____

NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY

VIII. THE INSTRUCTIONAL PROGRAM

a. Advertise the need for substitute teachers and maintain as large a list as possible. Substitute lists should be available from neighboring schools or the BOCES. _____

b. Of the regular staff, a minimum of 10% will report for work. _____

c. Make most efficient use of teacher aides. _____

d. Make guarded use of parent volunteers, but don't expect a great deal of cooperation from active P.T.A. members. _____

e. Consider the efficacy of cancelling kindergarten and special education classes. _____

f. Establish large group instruction units in the auditorium, cafeteria, and other open spaces. Merge classes where possible. _____

g. Have appropriate films for age level and subject matter inventoried and ready to run. Make sure projectors are in good working order with spare lamps, lenses, and extension cords readily accessible. Are they secure? _____

h. Utilize specialists, and secondary administrators in the elementary instructional program if secondary schools have been closed. _____

i. Consider the efficacy of cancelling field trips. However, maintaining extra curricular activities may prove to be a significant asset in the community's eyes if staff is available. _____

j. Determine whether or not bus drivers will cross picket lines. Do not allow unloading off school property. Presume bus drivers to also be on strike if they fail to perform their regular responsibilities. _____

NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY

k. Avoid using student teachers. Consult with sponsoring college to determine policy for student teachers in this situation. _____

l. Is any type of support available from neighboring school districts? _____

m. If your District has any teachers employed by BOCES, check and see if they will cross the picket lines. If they will not, such action would constitute a strike on their behalf as well. _____

IX. SECURITY AND MAINTENANCE

a. Keep buildings, including transportation facilities and school buses under 24 hour surveillance, well lighted, and manned. Arrange for extra security guards, if possible, prior to the strike. _____

b. Deliveries to central stores and individual buildings should be closely supervised. Exercise inventory control to the extreme. _____

c. Emergencies which should be planned for include bomb threats, false fire alarms, picket line activity, parents picketing, other employees or students going out in sympathy with teachers. _____

d. Assign a photographer to cover the picket lines to snap pictures of strikers. These can be used for documentation of those teachers on strike and for obtaining the injunction. (In one district, two teachers who submitted doctor's notes indicating they were ill, were photographed on picket lines.) _____

e. It is imperative that the telephone company be contacted prior to any strike activity. Arrangements should be made for annoyance calls, interruption of service, and private lines. (In the past, the phone company has proven helful.) _____

NAME OF PERSON ASSIGNED TO THIS RESPONSIBILITY

X. HEARINGS

a. Within twenty (20) days after the strike notice has been served upon or mailed to an employee, he/she may object to the determination by filing an affidavit with the Chief School Administrator supported by available documentary proof, containing a statement of facts upon which he/she relies to show the determination was incorrect. Such affidavit is subject to the penalties of perjury. The Chief School Administrator should write each teacher who submits an affidavit, indicating he/she has received the completed affidavit. (See Appendix #20.)

b. If the Chief School Administrator determines that the affidavit and supporting proof establishes that the employee did not engage in a strike, he/she sustains the objection. If the Chief School Administrator determines that the affidavit and supporting proof raise a question of fact, which if resolved in favor of the employee, would establish that he/she did not strike, he/she appoints a Hearing Officer to conduct a hearing on the matter. At such a hearing, the employee has the burden of proof. This means that the employee must establish by a preponderance of the evidence that the teacher did not engage in a strike. (See Appendix #21 for scheduling of hearing.)

c. Determine who will serve as Hearing Officer. (It is within the prerogative of the superintendent to appoint anyone that he/she deems competent to be the Hearing Officer.) Determine where and when the hearings will be held.

d. If the Hearing Officer rules in favor of the employee, the Chief School Administrator must abide by that ruling and he/she shall notify the District Treasurer who shall cease all further deductions and refund any deductions previously made.

e. If the Hearing Officer rules against the employee, the Chief School Administrator notifies him/her of such a ruling. (See Appendix #22.)

XI. LEGAL IMPLICATIONS FOR THE CHIEF SCHOOL ADMINISTRATOR

a. The Chief School Administrator must notify the Chief Fiscal Officer of the Board of the names of all employees that have been identified as participating in an illegal job action. The effects are as follows:

   1. Not less than 30 or more than 90 days following the date of Chief School Administrator's determination that a strike existed, the Chief Fiscal Officer will deduct two days pay from the employee for every day he/she participated in the illegal job action. The two for one penalty clause is imposed notwithstanding any objections filed by the employee.

   2. Reimbursement of penalty is available if the employee is successful in being found to not have taken part in the illegal job action.

b. Be sure that your attorney is involved at all stages of the process since these are all legalistic concerns. You can't be too careful when dealing with legal phraseology.

XII. AFTER THE STRIKE

a. Within sixty (60) days of the termination of the strike, the Chief School Administrator must prepare and make public a report, in writing, containing:

   1. The circumstances surrounding the commencement of the strike.

   2. The efforts used to terminate the strike.

   3. The names of those public employees who the public officer or body had reason to believe were responsible for causing, instigating, or encouraging the strike, and

   4. Related to the varying degrees of individual responsibility, the sanctions imposed or proceedings pending against each such individual public employee.

b. Develop post-strike briefing session among Board members and administrators to analyze the events and circumstances surrounding the strike and to plan for the future.

STRIKE MANAGEMENT PROCEDURES FOR PRINCIPALS

I. GENERAL RELATIONSHIPS

a. IT IS VERY IMPORTANT THAT THE ELEMENTARY AND SECONDARY PRINCIPALS STAY UNITED IN THEIR POSITION RELATIVE TO ANY WORK STOPPAGE. This is developed through good communications.

b. Advance notice of the strike, despite the vote, may be anywhere from twenty-four (24) hours to none. Students may arrive at the building before the principal is notified. It may be that the decision to strike will be made the night before and notification made through the public media.

c. Schools may be officially open, officially closed, or any degree in between. You may have some teachers, some students, and some non-instructional staff in school regardless of whether school is open or closed.

d. There may be some difficulties in communicating with the Chief School Administrator's Office which will place tremendous responsibility on the principal.

e. Things will finally return to normal. Do not take actions you may later regret.

f. You should think through alternatives available in your situation if a work stoppage occurs. Do not be naive. Do not allow yourself to be used.

g. Principals may be able to influence teachers to return to work. Such influence should not be underestimated.

h. General comments about the work stoppage must be extremely guarded. Remember that there is only one spokesperson for the District. You, as an Administrative Officer, can be quoted both accurately, and inaccurately. Even simple statements like "those striking teachers" can come back to haunt you and the District.

i. Since they will be available, Supervisors and Chairpersons may be given emergency assignments to supervise certain areas of the buildings to reduce vandalism.

II. RESPONSIBILITIES OF BUILDING ADMINISTRATORS

Principals must plan to:

a. Notify and ascertain that all teachers leave all keys and plan books in mail boxes -- enforce very strictly (keep checklist each day).

b. Report and turn in at daily meeting with C.S.A. exact absences of teachers (for payroll, court, press). Teacher attendance lists to be hand delivered to Chief School Administrator's Office each day.

c. Identify teachers on picket line (still camera, movie camera).

d. Issue no statements or interviews to press or radio, nor permit pictures to be taken inside buildings.

e. Allow no news reporters or other unauthorized person in building to observe -- lock all but one door -- have a person at door which is open.

f. Contact P.T.A. -- don't be surprised if little help is offered.

g. Keep substitute teachers lists under lock and key.

h. Demand a doctor's certificate for each day of reported illness.

i. Make yourself available at all times to the needs of teachers who report.

j. Identify pictures of people on the picket line who have reported in as being sick.

k. Decide whether to recommend to Chief School Administrator opening or closing of your school building.

   1. Close only when health and safety are concerned.

   2. Keep educational instruction going -- if you're going to have students in attendance, attempt to do something meaningful. Avoid overuse of films. Try to schedule all pupils together for English and Social Studies and to whatever extent possible in other subject areas. Consider a similar program for elementary school level. Use certified personnel whenever possible. Be sensitive to needs of teachers who report -- do not overload them.

l. KEEP STRIKERS OUT OF BUILDINGS AND OFF SCHOOL DISTRICT PROPERTY.

m. Advise children to bring bag lunches.

n. Make every effort to have no reprisals or intimidations.

0. Arrange for meeting place of pupils in large group areas. More than one area should be indicated, based upon expected staff in attendance.

p. Know where and how to operate safety or cut-off valves, electrical switches, heat.

q. Prepare for the exit of all students and staff in case of emergency. (There may be false fire alarms.)

r. Designate areas where parents may discharge and pick up students.

s. Names and telephone numbers of all services essential in operating a safe facility should be readily accessible.

III. RELATIONSHIP WITH TEACHERS

a. Some teachers will contact the principal prior to or immediately after the start of the work stoppage. Some will not. It is advisable to maintain good liaison with the teachers during the crisis.

b. Some teachers will show up for work. Use care in assignment of such teachers and do not make excessive demands. Do not overload unless the teacher shows willingness to do so. If there are no students, it is not wise to structure the teacher's day. Let the teacher use professional judgment in keeping busy.

c. If an effort is being made to keep school open, the teachers showing up in such circumstances should be considered available for an assignment in the role most needed. Some teachers may be unwilling to accept assignments other than their own.

d. It is important to develop some "pipeline" contacts. You may have to develop these contacts yourself. If you wait for someone else to make the first move, it may not happen!

IV. PARENTS

Anticipate problems the first day if students must be sent home early. There will be cases of parents working with no place for the children to go. The problem is magnified at the elementary level.

V. CENTRAL OFFICE

a. The Chief School Administrator must remain available to the principals throughout the crisis. Daily meetings must be held between the C.S.A. and the Principals for planning, reporting, and developing daily and long range strategies.

b. Stay with district policies. If individual principals start making modifications or changes, it sets up further problems for the principals who are diligently following the procedures of the C.S.A.'s Office. It is true that circumstances may vary between schools, but at no time should one principal emerge as a "friend" or "foe" at the expense of a fellow principal.

c. The C.S.A.'s Office should take the position that the principal belongs in his building.

VI. NON-INSTRUCTIONAL STAFF

a. The secretaries will probably find themselves viewing the crisis with mixed emotions.

b. If available, in the emergency, the secretaries may be given additional responsbility and used in very limited ways for supervision. Secretarial assistance on the phones is of major importance. Custodial personnel, if available, can be used for alert-type duty in areas of potential student trouble, i.e., isolated hallways, restrooms, locker rooms.

c. It is important to keep the non-instructional staff completely informed during the crisis. They can be of great assistance.

d. The involvement of the cafeteria staff in any work stoppage and the problem of deliveries should be anticipated. If necessary, therefore, advise students to come to school with "bag" lunches. Questions concerning the operation of the Cafeteria should be handled through the Cafeteria Manager. It may be possible to arrange late afternoon deliveries to provide the supplies required for the next school day. Contracts with vendors will have to be reviewed. They may contain clauses prohibiting the crossing of picket lines. Alternate delivery locations should be identified.

VII. STUDENTS

a. In addition to the need of good communications with students inside and outside of the building, it will be necessary to be able to "read" the student body and endeavor to determine their reaction to the work stoppage. As is typical in any student body, there will be mixed reactions.

b. Student loyalty may be expressed in several ways. There will be loyalty to the school and the feeling that schools should be in session. Other students may exhibit loyalty to teachers who are not present. Some students will be loyal to the administration and the principal. A dissident group may consider it the opportunity they have been awaiting. A crisis is the time to exert basic faith in the honesty and integrity of the pupils. Principals do have many responsible students in the student body.

c. The responsible students may be of tremendous assistance during the stoppage. They may deter destructive and malicious students -- and they may do this without instructions or outside directions.

d. Aimless loitering and congregating should not be allowed. Students should be assembled in specific locations and/or in combined classes or sections and kept completely informed as the situation develops. It is well to keep students contained in the building if possible.

e. Hallway traffic should be kept to a minimum. Some circumstances would suggest the closing of specific restrooms and notification to students of those remaining open.

f. It may be necessary to keep students busy by the use of movies, use of gymnasium facilities, team teaching, library resource areas, or other special innovations. If you tend to panic, the students will be perceptive. The students will have to be given a great deal of additional responsibility. If sufficient staff is available, class activities should continue.

g. Student problems should be anticipated and planned for. They may include -- especially at the secondary level -- mischievous vandalism, clearing out books and materials from unlocked lockers, spreading food in the halls, damage to shrubs, student related walkouts, students being used to test the administration's reaction to the crisis, disrespect, and other behavior problems.

h. Effort should be made to avoid "using" the student either for or against the teachers' actions. Principals should avoid falling into this trap. Normalcy will eventually return.

i. There may be a relationship between a teacher walkout and the potential for a student walkout. Some of the more militant students may also feel that justification for a student walkout is strengthened by the fact that teachers used this form of protest.

j. It is very important to maintain a "sober" attitude in the eyes of the students. The work stoppage is not a "lark" and students must be impressed by the seriousness of the situation.

k. A major problem will occur in contacting parents of students if they are to be sent home early. It is obvious the district does not have enough phone circuits to do this satisfactorily. Principals should set up an emergency calling system to handle this situation.

VIII. COMMUNICATIONS

a. Communications with the Chief School Administrator's Office must be maintained in an open and complete manner. Individual crises and/or requests for information should be directed along a planned communication network. Each principal should know, in advance, what specific central office administrator to call for information. Further, daily or more frequent briefings on the status of the relations between the Teachers' Association and the District should be maintained. The leadership role of the Principal makes good communications imperative!

b. A channel of communication with the students is the only way to insure cooperation. This is especially true if the students are in the building. They will have many questions which should be answered quickly and properly. Rumors will be wild and many. Any avenue available to reach the majority should be used -- the P.A. System or large group meetings. Communicate quickly, clearly, and properly.

IX. ACTIVITIES

a. If school is officially closed, activities may be a lesser problem. There may, however, be exceptions which include certain types of athletic events and other single type activities such as scholarship competitions, national tests, or prescheduled activities with financial commitments.

b. The Teachers' Association will prevail upon coaches and other personnel to cease activities for the duration of the work stoppage. Consider the use of alternative personnel for coaching and other activities.

APPENDIX #1

NOTIFICATION LETTER

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

Dear :

This letter is to advise you, pursuant to Section 210, Subdivision 2, Subparagraph (e), of the Civil Service Law of the State of New York, that you have been found to have committed a violation of Subdivision 1 of Section 210 of said law in that on _____ you engaged in a strike and without permission were absent from work.
date

You are further advised that you may object to this determination under Paragraph 2 (h) of Section 210, by written notice to me, specifying the facts underlying your objection.

Very truly yours,

Alson Dougherty
Superintendent of Schools

AD:xxx

NOTE: This letter must either be served personally or sent by certified mail. If sent by certified mail, it should be sent "Return Receipt Requested."

APPENDIX #2

RESPONSE TO APPEAL

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

Dear :

I am in receipt of your response to my letter dated _____ (date) concerning the recent teacher strike. While you did state the reasons why you were absent, I wish to point out to you that Section 210, Subdivision H, of the Civil Service Law requires that you fill out a sworn affidavit supported by other documented proof concerning your absence.

I am notifying you that the information which you have submitted does not fully comply with the Civil Service Law; therefore, you must file a sworn affidavit with my office before _____ (date). This, in essence, means that your sworn statement must be made before a Notary Public and carry the seal thereon.*

Sincerely yours,

Alson Dougherty
Superintendent of Schools

AD:xxx

---

*NOTE: The sworn affidavit and accompanying material must be filed with the Superintendent of Schools within 20 days of the date on which the original notice was served or mailed to the employee.

APPENDIX #3

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

PRE-STRIKE QUESTIONNAIRE
EMERGENCY STAFFING REPORT

DATE_____ SCHOOL_____

I have personally contacted or have caused to be contacted, all certified members of my staff. The following teachers/teacher assistants have indicated that they do intend to perform their normal and customary duties if a strike is called:

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

SIGNED _____

TITLE _____

NOTE: Use additional forms if necessary, sign and date.

APPENDIX #4

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

PRE-STRIKE QUESTIONNAIRE

EMERGENCY STAFFING REPORT

DATE _____ SCHOOL _____

I have personally contacted or have caused to be contacted, all certified members of my staff. The following teachers/teacher assistants have indicated that they do NOT intend to perform their normal and customary duties if a strike is called:

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

SIGNED _____

TITLE _____

NOTE: Use additional forms if necessary, sign and date.

APPENDIX #5

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

INCIDENT REPORT
JOB ACTION

INCIDENT _____

SUBJECT _____

TIME OF OCCURRENCE: DATE _____

DAY _____ TIME _____ AM ____ PM ____

EXACT LOCATION _____

WHAT HAPPENED (exact observations) _____

_____

_____

WITNESSES:

Name	Address	Telephone

REPORTED BY:

Name	Address	Telephone

INVESTIGATION (Use reverse side, if necessary) _____

_____

_____

_____

_____

_____

INVESTIGATED BY: _____ DATE _____

or REPORTED TO: _____

APPENDIX #6

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

AFFIDAVIT OF NON-ATTENDANCE

The following instructional employees were NOT in attendance at

_____ _____ on _____.
School or Location Date

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

I, _____, certify that the above named individuals were not in attendance and performing their assigned duties on _____.
Date

NOTE: Use additional forms if necessary, sign and date.

Signed: _____
Title: _____

APPENDIX #7

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

AFFIDAVIT OF NON-ATTENDANCE

The following non-instructional employees were NOT in attendance at

_____ _____ on _____.
School or Location Date

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

I, _____, certify that the above named individuals were not in attendance and performing their assigned duties on _____.
Date

NOTE: Use additional forms if necessary, sign and date.

Signed: _____
Title: _____

APPENDIX #8

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

AFFIDAVIT OF NON-ATTENDANCE

The following administrative employees were NOT in attendance at

_____ _____ on _____.
School or Location Date

1. _____ 21. _____
2. _____ 22. _____
3. _____ 23. _____
4. _____ 24. _____
5. _____ 25. _____
6. _____ 26. _____
7. _____ 27. _____
8. _____ 28. _____
9. _____ 29. _____
10. _____ 30. _____
11. _____ 31. _____
12. _____ 32. _____
13. _____ 33. _____
14. _____ 34. _____
15. _____ 35. _____
16. _____ 36. _____
17. _____ 37. _____
18. _____ 38. _____
19. _____ 39. _____
20. _____ 40. _____

I, _____, certify that the above named individuals were not in attendance and performing their assigned duties on _____.
Date

NOTE: Use additional forms if necessary, sign and date.

Signed: _____
Title: _____

APPENDIX #9

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

AFFIDAVIT OF ATTENDANCE

The following instructional employees were in attendance at

_____ _____ on _____.
School or Location Date

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

I, _____, certify that the above named individuals were in attendance and performing their assigned duties on _____.
Date

NOTE: Use additional forms if necessary, sign and date.

Signed: _____
Title: _____

APPENDIX #10

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

AFFIDAVIT OF ATTENDANCE

The following non-instructional employees were in attendance at

_____ _____ on _____.
School or Location Date

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

I, _____, certify that the above named individuals were in attendance and performing their assigned duties on _____.
Date

NOTE: Use additional forms if necessary, sign and date.

Signed: _____
Title: _____

APPENDIX #11

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

AFFIDAVIT OF ATTENDANCE

The following administrative employees were in attendance at

_____ _____ on _____.
School or Location Date

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

I, _____, certify that the above named individuals were in attendance and performing their assigned duties on _____.
Date

NOTE: Use additional forms if necessary, sign and date.

Signed: _____
Title: _____

APPENDIX #12

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

DETERMINATION OF STRIKE BY CHIEF SCHOOL ADMINISTRATOR

Dear :*

I, Alson B. Dougherty, Superintendent of Schools of the Columbus Central School District, do hereby determine that members of the negotiating unit represented by the Columbus Teachers Association and the Association are engaging in an unlawful strike as defined in Section 210 of the New York Civil Service Law. Such strike commenced on or about _____.
(time and date)

Please consider this to be a formal notification of the determination of a strike. You are hereby authorized to initiate such actions on behalf of the School District as the law directs.

Cordially,

Alson B. Dougherty
Superintendent of Schools

* To be sent to the Chief Fiscal Officer and the Chief Legal Officer

APPENDIX #13

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

NOTIFICATION TO FISCAL OFFICER OF STRIKING EMPLOYEES FOR PAY PURPOSES

Dear :*

You are hereby directed to discontinue compensation for the employees named on the attached affidavit for whom a determination has been made that they did not report to work on _____ (dates) and are thereby presumed to have been participating in a strike.

Sincerely,

Alson B. Dougherty
Superintendent of Schools

* To be sent to Chief Fiscal Officer daily. Utilize affidavits contained in Appendices 6, 7, and 8.

APPENDIX #14

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

SUBSTITUTE TEACHER DATA FORM *

NAME _____
last first m.i.

ADDRESS _____

_____

TELEPHONE ( ) _____ SOCIAL SECURITY # _____

SUBJECT AREAS _____

_____

_____

CERTIFICATIONS _____

_____

_____

NOTES:

* If teacher is unwilling to cross a picket line, do not fill out this form.

APPENDIX #15

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

AFFIDAVIT OF SUBSTITUTE ATTENDANCE

DATE _____ SCHOOL _____

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

I, _____, certify that the above named individuals acted as substitute teachers on _____.
Date

NOTE: Use additional forms if necessary, sign and date.

Signed: _____
Title: _____

APPENDIX #16

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

ELEMENTARY STUDENT ATTENDANCE REPORT

BUILDING: _____ PERSON REPORTING: _____

DATE: _____

GRADE	# OF STUDENTS REPORTING	# OF STUDENTS ENROLLED	% IN ATTENDANCE	COMMENTS
K				
1				
2				
3				
4				
5				
6				
Special Education (if applicable)				
TOTAL				

NOTE: This form is to be turned in to Central Office daily.

APPENDIX #17

COLUMBUS CENTRAL SCHOOLS
Main Street
Columbus, New York

SECONDARY STUDENT ATTENDANCE REPORT

BUILDING: _____ PERSON REPORTING: _____

DATE: _____

GRADE	# OF STUDENTS REPORTING	# OF STUDENTS ENROLLED	% IN ATTENDANCE	COMMENTS
7				
8				
9				
10				
11				
12				
Special Education (if applicable)				
TOTAL				

NOTE: This form is to be turned in to Central Office daily.

APPENDIX #18

APPOINTMENT OF COUNSEL

COLUMBUS BOARD OF EDUCATION

MARCH 22, 1979

RESOLVED, that Smith and Smith (William Jones or John Brown of counsel) be appointed as special school district attorneys for the 19__ - 19__ school year empowered to act for the District in all matters involving employer - employee relations and in all matters pertinent to the Taylor Law.

APPENDIX #19

COLUMBUS CENTRAL SCHOOL DISTRICT
Main Street
Columbus, New York

M E M O R A N D U M

TO: All Teaching Employees

FROM: Alson Dougherty, Superintendent of Schools

RE: Implications of Threatened Work Stoppage

DATE: _____
date

In the face of the recently threatened work stoppage by the Columbus Teacher's Association scheduled for _____, it is my responsibility as Superintendent to inform you of the implications of a strike and the consequences that you personally will face should you decide to participate in any job action.
date

The Civil Service Law, Sections 200-214 inclusive, also known as the Taylor Law, states, in part, the following:

> No public employee or employee organization shall engage in a strike, and no public employee or employee organization shall cause, instigate, encourage or condone a strike. Section 210 (1).
>
> No person, exercising on behalf of any public employer or any authority, supervision or direction over any public employee, shall have the power to authorize, approve, condone, or consent to a strike or the engaging in a strike by one or more public employees and such person shall not authorize, approve, condone, or consent to such strike or engagement. Section 210 (2) (c).

It is unlawful to strike. After the Chief Executive Officer has determined that a strike is occurring, any employee who is not present at work and performing his/her normal and customary duties, shall be presumed to be on strike. Such time lost due to strike activity may constitute a break in service and may effect your status of eligibility for service related benefits.

Without exception, the following conditions will be applied to all strikers:

1. Loss of Salary. The Taylor Law requires that no public employee shall be compensated while engaged in a strike.

2. Payroll Deduction. The Taylor Law requires that the school district deduct twice the employee's daily rate of pay for each day engaged in the strike.

3. Leave of Absence. No request for leave submitted subsequent to the issuance of this memorandum, with or without pay, will be granted.

4. Sick Leave. An employee who was on sick leave before the strike will continue on payment providing there is a physician's certificate. No sick leave will be approved once the strike begins and no striker will accrue sick leave for the period of absence.

5. Holidays. If a holiday occurs during the strike, all members of the bargaining unit will forfeit the holiday allowance.

6. Liability for Damages. Striking employees and their union may be liable for all damages proximately caused by the strike.

7. Payroll Deductions. Payroll deductions for credit union benefits, retirement loans and annuities will not be made during the strike.

8. Health and Dental Insurance. All contracts of insurance will remain in force provided that employees make arrangements to pay premiums. No insurance premium payments will be made by the District on behalf of striking employees.

9. Jury Duty. Time allowed on jury duty will not be compensated during the strike.

10. Contract Benefits. All benefits provided in your contract of employment will be cancelled. This includes the following:

    a. Absence due to personal illness; absence due to illness in family; leave for religious observance; leave without pay; personal business leave; leave for dental and medical visits; and all other temporary leaves of absence.

    b. All extended leaves of absence.

    c. Personal injury benefits.

11. Teachers and/or the union shall not be permitted to use school facilities during the strike.

12. Parking privileges will be forfeited during the strike.

13. Retirement payments shall cease during the strike.

All bargaining unit members who participate in the strike, and those who refuse to work in sympathy, are subject to disciplinary action including possible discharge. If there should be any form of strike action, we intend to pursue our remedies to the fullest extent of the law.

Obviously these are serious consequences. Please consider the situation most carefully.

OPTIONAL:
(Now, on a personal note, I would like you to be aware of my feelings in this situation. It is difficult for me to understand what has precipitated the current crisis situation. You may want to add here some of the particulars of your District _____
_____
_____.)

We all have responsibilities to the public and the students in our care. It is my hope, and I'm sure that of the Board, that the negotiations will follow the legal procedures mandated by the Taylor Law. We remain committed to a fair and equitable settlement and are optimistic that such an agreement can be concluded and will not disrupt the fine relationships that have existed in our organization.

APPENDIX #20

COLUMBUS CENTRAL SCHOOL
Main Street
Columbus, New York

RESPONSE TO APPEAL

Dear :

I am in receipt of your response to my letter dated _____ (date) concerning the recent teacher strike. While you did state the reasons why you were absent, I wish to point out to you that Section 210, Subdivision H, of the Civil Service Law requires that you fill out a sworn affidavit supported by other documented proof concerning your absence.

I am notifying you that the information which you have submitted does not fully comply with the Civil Service Law; therefore, you must file a sworn affidavit with my office before _____ (date).
*This, in essence, means that your sworn statement must be made before a Notary Public and carry the seal thereon.

Sincerely yours,

Alson Dougherty
Superintendent of Schools

AD:xxx

---

*NOTE: The sworn affidavit and accompanying material must be filed with the Superintendent of Schools within 20 days of the date on which the original notice was served or mailed to the employee.

APPENDIX #21

COLUMBUS CENTRAL SCHOOL
Main Street
Columbus, New York

SCHEDULING APPEAL HEARING

Dear :

You have recently responded to a letter sent to you by the Superintendent of Schools which informed you that Section 210, Subdivision H, of the Civil Service Law, requires that you submit a sworn affidavit, supported by other documented proof, concerning your absence during the period of _____.
Date

The Superintendent has appointed me as Hearing Officer, as provided for by Law, and, as a consequence, I am notifying you that you have complied with the requirement above and that it is my responsibility to investigage the facts related to your signed statement. It is my prescribed duty to make a formal recommendation to the Superintendent as to a final determination. Therefore, in addition to the material already submitted, you also have the right under the law, to a hearing. Based on the information derived from the submitted material and the hearing, a final recommendation will then be made.

Your hearing is scheduled for _____.

Sincerely,

J. Donald Herring
Hearing Officer

JDH:xxx

APPENDIX #22

COLUMBUS CENTRAL SCHOOL
Main Street
Columbus, New York

NOTIFICATION OF HEARING OFFICER'S DECISION
AGAINST A STRIKING EMPLOYEE

Dear :

This is to advise you that as a result of a hearing conducted on _____, I have determined that you committed a
date
violation of Subdivision 1 of Section 210 of the New York Civil Service Law in that on _____, you engaged in a
dates
strike and, without permission, were absent from work.

Cordially,

J. Donald Herring
Hearing Officer

cc: Chief Fiscal Officer

SPECIAL NOTE

It is critical that you read Appendices #23 and #24 in their entirety. These are actual copies of supposedly secure proposals that were developed by employee organizations.

Our intent in including these documents in this manual is not to incite but rather to inform you of the true potential for these types of situations.

APPENDIX #23

WORK TO RULE GUIDELINES

Questions about work to rule should be referred to your Building President or to the Association President. It is important that everyone follow the same rules, so if in doubt -- ask. Building Presidents refer questions to Association President or designee.

Arrival and Departure: Arrive on time and leave on time. Wait in a.m. and enter in group. It is important that you do NOT arrive late or leave early. You are to put in contract time in school -- no more, no less.

Planning Time and Home Planning: Use your assigned planning time to plan. While ordinarily it is acceptable for teachers to use planning time as they wish -- assuming the work not done then will be done at home -- it is important under work to rule that you give the District all the time coming to them and no more. At present, you may do your work at home as usual. If we do not have a contract by September 20, we will ask you to leave all work in school and not do any at home.

Lunch: You are expected to take your assigned time as specified. You should use this time for lunch -- not work.

Chaperones: Do not agree to chaperone any event, whether paid or unpaid, unless the event comes under your own club activity (see below).

Other paid or unpaid activities such as: Ticket taking, score-keeping or officiating, or participation in any way at any activity you are not contractually obligated to carry out.

Clubs: If you are a paid club advisor, you may hold meetings within the school day. You should not hold evening meetings. You should not schedule any evening events unless it is the major traditional event of your organization (ex. Senior Ball). You should not ask any other teacher to participate in your club activities.

Coaching: Limit activities to regular practices and games. Do not ask other staff members to assist unless they are under contract in some sport. Coaches are not to take tickets, act as chaperones, etc. Talks to parent groups, film nights for adults, etc., are extra things a coach does but not required. You would not participate in such activities under work to rule.

Parent Meetings and Other Conferences: All meetings and conferences must be held during school day (not during your lunch period).

Faculty and Staff Meetings: All meetings must be in school day and not during lunch time.

Guidance Evening Functions: Only those contractually called for in determining the extra time for extra pay counselors receive.

No teacher should take on any new activity, club, or team during the work to rule period. This includes activities that are paid as well as unpaid. Unless you were contractually obligated to perform a service on September 3, you are not to agree to take on any new responsibility.

Will this program "hurt" the educational program? It better! We continually argue teachers give more than required of them. If we work strictly to contract and there is no change in the school, we have misled the public. If no one notices our work to rule -- it means we have always done it and claimed we did more.

APPENDIX #24

EMPLOYEE STRIKE PLAN PROPOSAL

1. Demand a meeting with the entire Board of Education. If the Board refuses, play up their refusal to meet with the Association.

2. Prepare information for handbills for public distribution as well as making arrangements to have them made. Information contained should concentrate on matters that would tend to arouse public sentiment.

3. Prepare formats for ads that would tell the teachers' story to the public.

4. Distribute handbills at Board Meetings, supermarkets, etc. Place handbills under car windshields. This could be done in downtown business sections, movie theaters, churches, etc.

5. Arrange for a meeting with key community leaders and the leadership of the Association.

6. Start petitions with the public to support your cause.

7. Advertisements in local newspapers, spot announcements on radio.

8. Use of bumper stickers. Use our C-1 stickers which simply ask to support education.

9. Issue press releases on a systematic basis. Low key build up.

10. Give poeple, sympathetic to your cause, the names, addresses, and telephone numbers of each Board Member and Superintendent of Schools. Ask them to call, write, or visit the Board Members to bring pressure for settlement. Also, ask them to write to the editor of nearby papers and offer your assistance. If the local radio station has an opinion poll program, make arrangements for your people to call in and voice their opinion in support of the teachers.

11. Hold a public meeting(s) to explain the teachers' position and muster support from the public.

12. Hold a mass meeting of the teachers at a public area. Get teachers from other districts to come and attend the mass meeting and support your position.

13. Have a motorcade of teachers through the district. Have the cars carry appropriate signs telling the teachers' side of the issue.

14. Issue a public advisory (notice to the business and civic leaders that the conditions at school are unsatisfactory and a crisis is imminent).

15. Contact the new teachers with a newsletter which explains the situation to them and requests their support of actions taken by the Association.

16. Contact the substitute teachers and request their support including a refusal by them to substitute if the teachers vote for a work stoppage.

17. Consider picketing the school, the homes of Board Members, and the home of the Superintendent (where feasible) prior to the opening day of school.

18. Have a group of teachers go down to the local lumber yard and get furring strips and other materials which would be needed for picketing. Do this as conspicuously as possible.

19. Have a delegation go to all the local banks to see about loans in September in the event that school fails to open.

20. Rent a store front in a busy public area and make this the Association headquarters complete with phone service. Use large signs to identify it and advertise the opening of this office with as much fanfare as possible. Have committees meet at different times during the day so that it appears to be a beehive of activity. Conduct your press conferences and issue your press statements from this office. Invite members of the public to the office and have faculty there at all times to present our position. Also, take the ads for teachers from the New York Times and blow them up and place them on the wall. Whenever you have the press or the general public there at the office, have faculty call in and inquire about the positions advertised in the ads.

21. Have as many teachers as possible inquire about positions in other districts. Actually, send out applications and use townspeople and administration for references. Go as far as possible in order to create a doubt in the minds of the Board and Administration as to whether or not people will take positions in other schools or in other fields.

22. Send telegrams to the Superintendent, Board Members, civil officials, Commissioner of Education, PERB, etc., notifying them of the impending crisis and the willingness of the teachers to meet with anyone, at anytime, in order to head off a possible work stoppage.

23. Notify the strike leaders and request their support and the support of each association in the area in the form of newspaper ads, telegrams, moral support, etc.

24. Give serious consideration to program of harassment for the school year if we decide not to strike and we do not have an acceptable contract. Harassment actions could take the following forms:

    a. Picketing before school begins each day, at noon time and after school.

    b. Arriving at school and leaving school in a body.

    c. Do only those duties which are job-connected. Eliminate doing any paper-work or voluntary activity that is not part of the job.

    d. Continue to send out press releases and conduct rallies, picketing, etc.

e. Refrain from doing any extra curricular activities unless it is and has been part of the job for which you were hired and is included in your initial contract.

f. Boycott businesses, agencies, etc. owned or operated by Board Members and those townspeople who have taken an anti-teacher position on the issues.

g. Have teachers continue their efforts to seek out positions in other districts or other fields of employment.

25. Plan a general membership meeting for the day prior to the opening of school. At this meeting, we should determine the course of action we will take if an acceptable contract has not been achieved. Gear all of our actions up to a pitch for this membership meeting. Make sure that we can control the meeting to tailor whatever course of action we choose to take.

26. Get PERB involved.